

PRACTICAL ASSESSMENT TOOLS



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Charts, Charts, and More Charts!



CONTENT SPECIFIC

(I.E., MATH, LITERATURE, WORLD HISTORY)

GRADE LEVEL SPECIFIC

(I.E., ELEMENTARY, MIDDLE SCHOOL)

WHOLE SCHOOL

(I.E., DIBELS, COMPASS)

REQUIRED

(I.E., UBSCT, DWA)

We Already Know!



“... If we follow the guidance offered from 35 years of research, we can enter an era of unprecedented effectiveness for the public practice of education ...”

--Robert Marzano ...

DO WE *TRULY* WANT BETTER SCHOOLS?



Because organizations only improve...

“where the **truth** is told and
the **brutal facts** confronted”

Jim Collins

Adapted from presentation given by Mike Schmoker, 2009

BRUTAL FACT:



Only 7%
of low-income students
will ever earn a college
degree

BRUTAL FACTS:



Only **32%**
of our *college-bound*
students
are adequately prepared for college

“Understanding University Success”
Center for Educational Policy Research

Adapted from presentation given by Mike Schmoker, 2009

BRUTAL FACTS – GOLDEN OPPORTUNITY



“Literature based Arts and Crafts”:

dioramas; game boards; **worksheets; posters; presentations;** coats-of-arms; mobiles; movies; cutting, pasting; designing book jackets; skits; collages

9th grade: To Kill A Mockingbird (100 points total)

Draw “head or full body shot” of any character – use “crayons, colored pencils”
(20 points)

Create a model of Maycomb (wood, plastic, or styrofoam) (20 points)

HIGH SCHOOL English



- **AP Literature: “Memories” Scrapbook (200 points)**
 - Second-semester project
 - For each page of text [no criteria for quality of written work] draw illustration (using various media)

The CRAYOLA CURRICULUM



“I can only summarize the findings by saying that we’ve been stunned...

kids are given **more coloring assignments than mathematics and writing assignments...**

I want to repeat that, because I’m not joking, nor am I exaggerating.”

Katie Haycock
President of The Education Trust

Adapted from presentation given by Mike Schmoker, 2009

BRUTAL FACTS



- Writing is rarely assigned, even more rarely ***taught.***

William Zinsser; National
Commission on Writing

- Even U.S. student's “**best** writing is **mediocre.**”

NAEP report on “best” US high school writing

- Students “with 3.8 GPAs,” in highly selective colleges, **write poorly.**

NAEP writing Study

Adapted from presentation given by Mike Schmoker, 2009

BRUTAL FACTS



“If we could institute only one change to make students more college ready, it should be to increase the **amount and quality of writing** students are expected to produce.”

David Conley
author of *College Knowledge*

Adapted from presentation given by Mike Schmoker, 2009

K-12/COLLEGE SUCCESS:

ANALYTICAL READING & PERSUASIVE WRITING

SIMPLE STEPS→ MAJOR REVOLUTION

- “Who would make a *better* friend—Spider or Turtle?”
- “Old Dan or Little Anne: which admire *most*?”
- “What do *you think* are the most important lessons of WWI?”
- *Evaluate* for most/least effective, significant; interesting-- presidents; explorers; scientists etc.

From *The Schools We Need and Why We Don't Have Them*



“We know... that there exists no national curriculum, but we assume... that agreement has been reached locally regarding what should be taught to children at each grade level... The idea that there exists a coherent plan for teaching content within the local district, or even within the individual school is a gravely misleading myth.”

--E.D. Hirsch

GUARANTEED & VIABLE CURRICULUM



Terminology

Definition

Guaranteed=
the development of
content area Essential
Learnings

Viable=
the process of Curriculum
Mapping

it means that the learning and
skills considered essential
are considered essential
for **ALL** students,
and the school is set up to
ensure that
essential learning occurs for **ALL**.

GUARANTEED & VIABLE CURRICULUM



How important is this?

The **NUMBER ONE** **FACTOR**

for increasing levels of learning

Marzano; Porter; Lezotte

Adapted from presentation given by Mike Schmoker, 2009

Take off the Rose Colored Glasses



- If you wanted to teach all of the standards in the national documents, you would have to change schooling from **K-12** to **K-22** .
 - 255 standards across 14 subject areas
 - 3,500 benchmarks
 - 13,000 hours of class time available
 - 9,000 hours of instruction available
 - 15,500 hours of instruction needed to cover the 3,500 benchmarks

GUARANTEED & VIABLE CURRICULUM BRUTAL FACTS:



- ROSENHOLTZ: teachers provide a **“self-selected jumble”** of standards
- BERLINER/WALBERG: **wild variation** from teacher to teacher; *no alignment* with agreed-upon, viable curriculum standards or assessments
- LITTLE; SIZER; ALLINGTON; CALKINS: **“curricular chaos”** in English & language arts

GUARANTEED...?



1 to 10 scale:

Do we know

— *with even rough accuracy*—
if the most essential standards are
actually being taught?

COLLEGE SUCCESS:

ANALYTICAL **READING & DISCUSSION** PERSUASIVE **WRITING**



- Drawing **inferences/conclusions** from texts
- Analyzing **conflicting source** documents
- **Supporting arguments** with evidence
- (Prepare students to) Write multiple 3-5-page papers **supporting arguments** with evidence
- Read **far more** books, articles & essays than they now read in high school [in class!]
- Solving complex problems with **no obvious answer**

David Conley
College Knowledge

Objectives, Objectives, Objectives



The most effective teaching is based on
identifying performance objectives,
instructing according to these objectives, and then
assessing these performance objectives.

Moreover, for any objectives not attained, intervention activities to re-teach these objectives are necessary.



**When students know what they are learning,
their performance, on average, has been
shown to be 27 percentile points higher than
students who do not know what they are
learning.**

--Robert Marzano

Setting Objectives

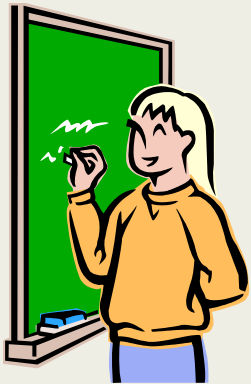


Generalizations from research on Setting Objectives:

- 1. Instructional goals narrow students ' focus.**
- 2. Instructional goals should not be too specific.**
- 3. Students should be encouraged to personalize the teacher's goals.**

Objective Individuality

- **The objective is....**
- **I need to learn.....**
- **I have to complete this by.....**



- *Today*
- *Read Chapter 2 in ..*
- *Finish Adverb assignment...*
- *Work on myth..*

*As a result of what we do today,
you will be able to demonstrate that
you:*

*Understand the technique of
foreshadowing in mysteries.*

*Can revise writing to improve use
of descriptive adverbs.*

Assessment Considerations...



- A. Purpose and Impact**— How will the assessment be used and how will it impact instruction and the selection of curriculum?
- B. Validity and Fairness**— Does it measure what it intends to measure? Does it allow students to demonstrate both what they know and are able to do?
- C. Reliability**— Is the data that is collected reliable across applications within the classroom, school, and district?
- D. Significance**— Does it address content and skills that are valued by and reflect current thinking in the field?
- E. Efficiency**— Is the method of assessment consistent with the time available in the classroom setting?

What type of knowledge is being assessed?



- **Declarative Knowledge**— the "what" knowledge
- **Conditional Knowledge**— the "why" knowledge
- **Procedural Knowledge**— the "how" knowledge

Different audiences have different needs for information about learning.



- **Students** need *feedback* on their performance so they know where they are doing well and where they need to place additional effort.
- **Teachers** need *information* about their students' understanding in order to make good decisions about what and how they teach.
- **Parents** need *information* about their students' learning progress so they know the areas where their students need additional support.

Different audiences have different needs for information about learning.



- **Schools** need *information* about students' learning so they can know where additional support for teachers and students may be needed.
- **Both State and Federal Departments of Education** need to know about student performance in order to assess the educational status of students in the state/nation and know where additional funding and or programs may be needed to help make improvements.

Language Arts / Literature Assessments



- CRT, NAEP, ITP, UALPA, DWA, MAP, IOWA
- Woodcock Johnson
- General fluency/oral reading
- Running records
- EDUSS – Computer based (screenings, tutorials, etc.)
- UtahWrite
- Group work
- Scantron
- Contests/Forums
- Mixed content area writing

Math Assessments



- Open ended
- Timed fact assessment
- Oral assessments
- Real-world applications/projects
- Key Math – revised
- CRT, IOWA
- Scantron
- EDUSS – Computer based
- Saxon
- Teacher created assessments
- DIBELS (soon to be released...)

Science Assessments



- Journal/Portfolio – Process
- UTIPS, CRT, NAEP
- Science Fair projects
- Multiple choice
- True/False
- Open ended
- Projects
- Labs
- Vocabulary

History/Geography/Social Studies Assess.



- Connection stories
- Projects
- Group work
- Geography Bees
- Tests / Essays
- History fair
- Letter writing
- Simulations / Productions

Other Content Area Tests



- Foreign Language - Project assessment, short answer, differentiated (tic-tac-toe board), oral exam
- Music - Tryouts, performances
- Art - Portfolio
- G&T – Projects, entry assessments
- P.E. – Skill based, fitness test
- Library – Skill based
- Service Learning Projects

Whole School/Non-Content Assessments



- Student portfolios – growth
- Surveys – parent/teacher/student
- Reflection journals
- RTI – Academic & Behavior
- School Tipline (online) – can be anonymous, *reporting of safe school issues* (can also be used for mass communication – bad weather conditions, etc.)
- Student Champion Team
- Teacher Assistance Team (TAT)
- Customer service
- Cultures – Mission/Vision, character, school culture

Types of Assessments



- **Before - Baseline**
 - Screening
 - Diagnostic
- **During – Progress Monitoring**
 - Formative
- **After - Outcome**
 - Summative

Before - examples



- **Screen**
 - DIBELS , Star Reading, Saxon Math, NWEA – MAP, YYP, IPT, Content/Curriculum-Specific
- **Diagnostic**
 - ACT prep. (7th-8th grade), Scantron, UtahWrite (DWA), DIBELS

During - examples

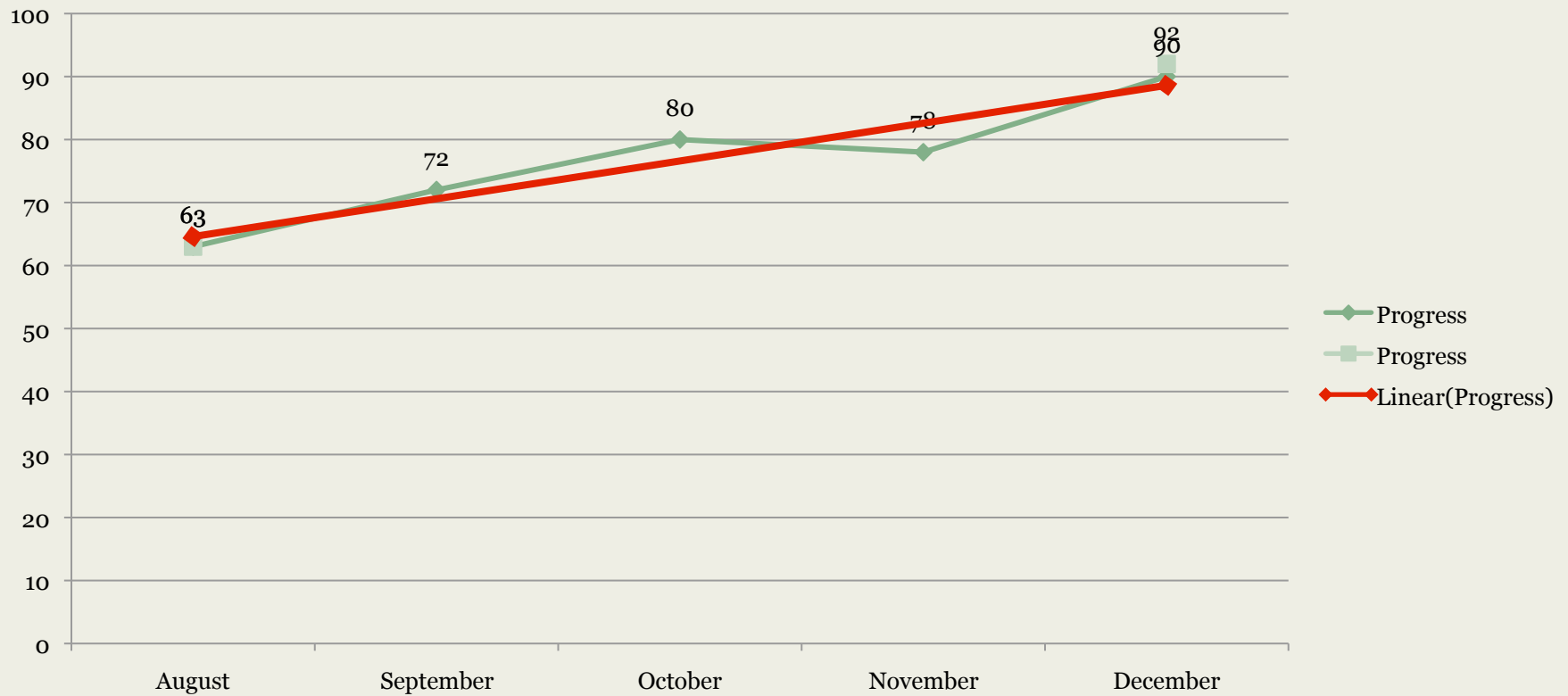


- **Formative (Progress Monitoring)**
 - Scantron
 - Every 10 lessons (program-specific)
 - Monthly, curriculum-based turned into Admin.
 - Quick observations of all students every day
 - Running records
 - Math facts
 - UTIPS
 - Portfolio checks

Alicia- Geometry



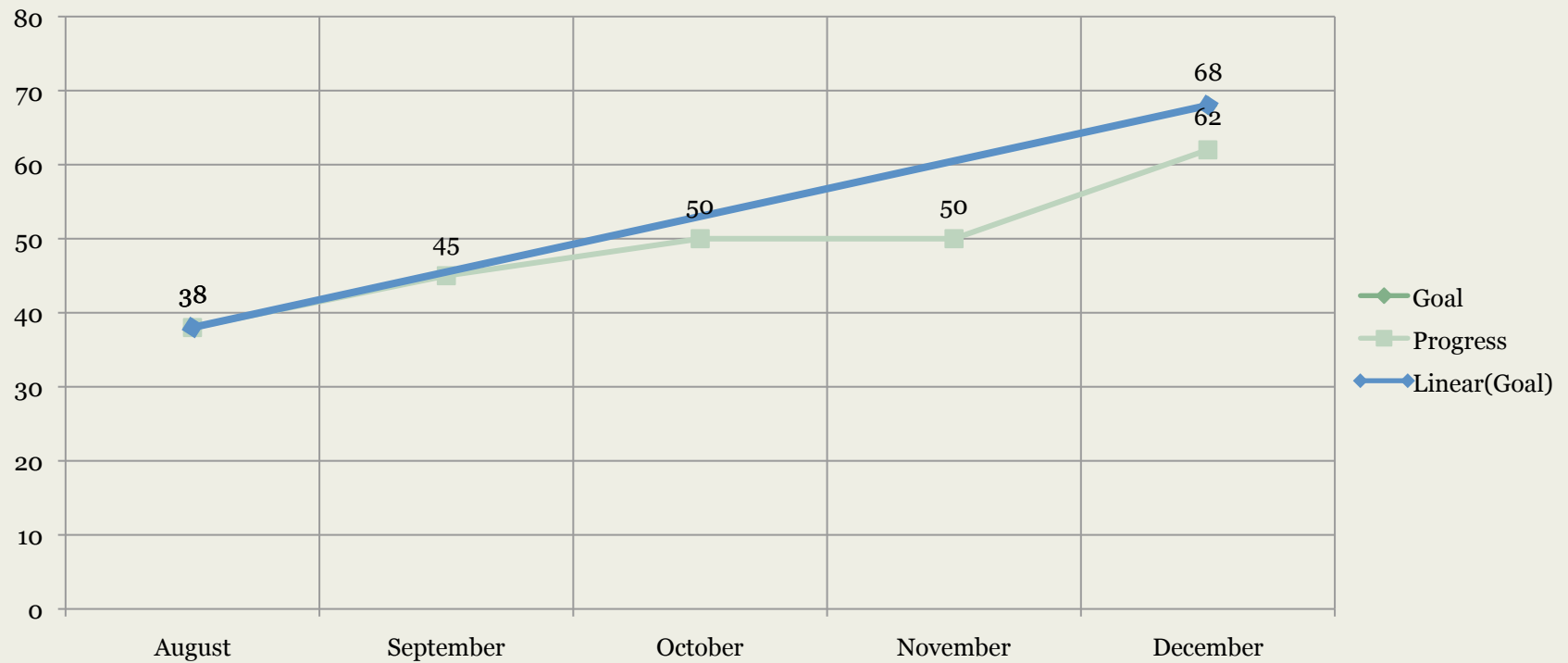
Beginning: 63 (Screen, Diagnostic)
Goal: 90 (Outcome)



Steven



Beginning: 38 (Screen, Diagnostic)
Goal: 68 (Outcome)



Clear Differences



- The primary purpose of FORMATIVE ASSESSMENT is *for the student to receive* multiple attempts to practice and to demonstrate understanding of content and to develop skills by receiving specific and timely feedback by the teacher in order to improve achievement.
- The primary purpose of SUMMATIVE ASSESSMENT is *for the teacher to analyze* student progress for the purpose of modifying and refining the teaching/learning cycle to better meet student needs.

After - examples



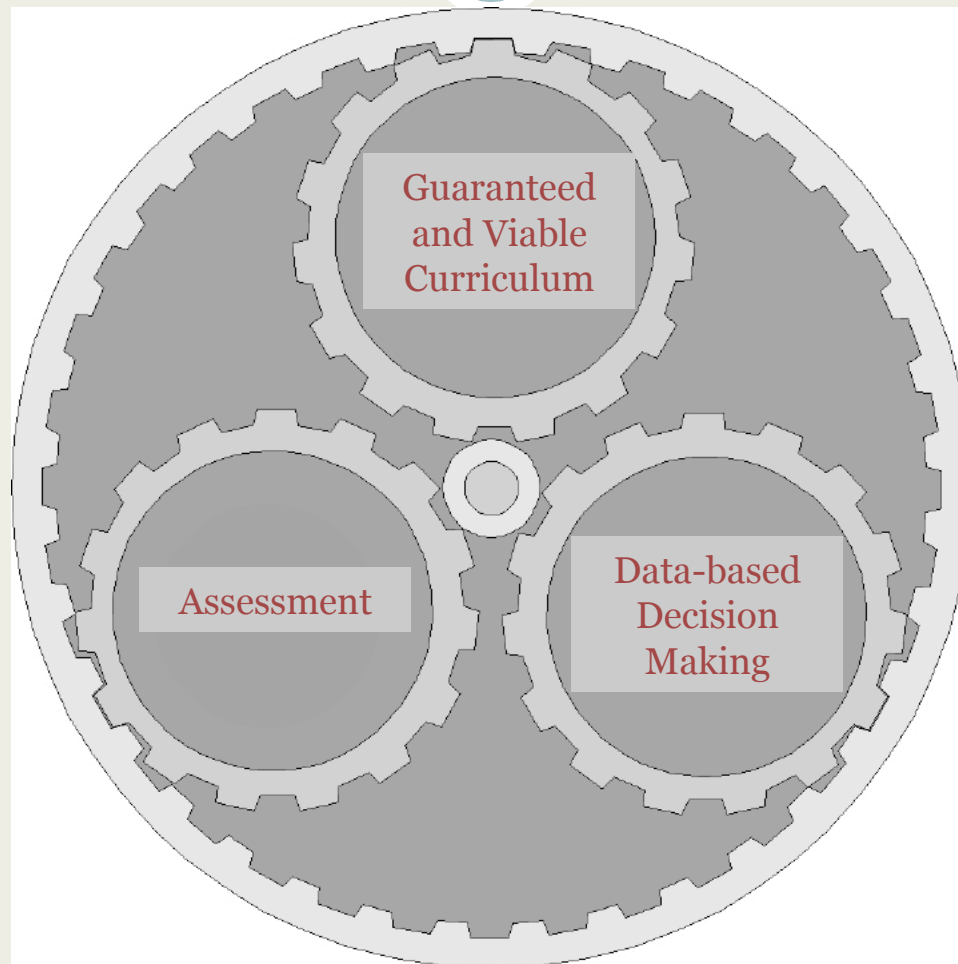
- **Summative (Outcome)**
 - CRT
 - IOWA
 - DWA
 - UBSCT
 - Program-specific
 - NAEP
 - ACT
 - SAT

Types of Data To Bring in January for ACADEMIC SCHOOL IMPROVEMENT PLAN



- CRT, IOWA, DWA, U-PASS, AYP
- Reading Benchmarks (DIBELS, etc.)
- Any Benchmarks (UTIPS, DIBELS, etc.)
- UPIPs Plan
- Intervention systems (progress data)
- Current School Improvement Plan (UCA, etc.)
- Possible Goals
- Curriculum Maps
- School LAND Trust
- CHARTER!!!!!!

Instructional Decision Making



SIMPLIFY: The “Stop Doing!” List



“The largest and easiest gains come from
redefining the task
and
eliminating what need not be done.”

Peter Drucker